

GREENDALE ELEMENTARY

505 South Boundary Ave.
New Ellenton, SC 29809

GRADES K-5 Elementary School

ENROLLMENT 365 Students

PRINCIPAL Rebecca M. Koelker 803-652-8170

SUPERINTENDENT Dr. Linda B. Eldridge 803-641-2428

BOARD CHAIR Dr. John B. Bradley 803-641-2431

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 3 | 22 | 58 | 6 | 0 |

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

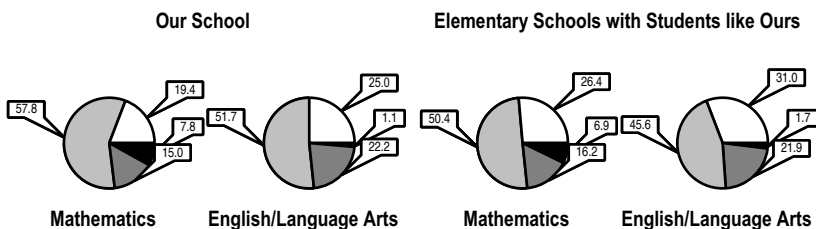
FOR MORE INFORMATION, VISIT WEBSITES AT:




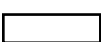
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Average | Below Average | N/A |
| 2002 | Average | Below Average | N/A |
| 2003 | Average | Below Average | No |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|--|-----------------|-----------------|----------------|
| Number of surveys returned | 29 | 61 | 36 |
| Percent satisfied with learning environment | 86.2% | 75.0% | 72.2% |
| Percent satisfied with social and physical environment | 85.7% | 70.0% | 69.4% |
| Percent satisfied with home-school relations | 79.3% | 80.3% | 72.2% |

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 202 | 99.0 | 25.0 | 51.7 | 22.2 | 1.1 | 23.3 | 17.6 |
| Gender | | | | | | | | |
| Male | 101 | 99.0 | 29.7 | 52.7 | 17.6 | N/A | 17.6 | 17.6 |
| Female | 101 | 99.0 | 20.2 | 50.6 | 27.0 | 2.2 | 29.2 | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | 81 | 100.0 | 13.0 | 52.2 | 31.9 | 2.9 | 34.8 | 17.6 |
| African-American | 108 | 98.1 | 33.0 | 54.0 | 13.0 | N/A | 13.0 | 17.6 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Hispanic | 13 | 100.0 | 27.3 | 27.3 | 45.5 | N/A | 45.5 | 17.6 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 165 | 99.4 | 20.5 | 51.4 | 26.7 | 1.4 | 28.1 | 17.6 |
| Disabled | 37 | 97.3 | 44.1 | 52.9 | 2.9 | N/A | 2.9 | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 202 | 99.0 | 25.0 | 51.7 | 22.2 | 1.1 | 23.3 | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | 8 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 194 | 99.0 | 24.1 | 51.7 | 23.0 | 1.1 | 24.1 | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 140 | 99.3 | 29.5 | 51.6 | 18.9 | N/A | 18.9 | 17.6 |
| Full-pay meals | 62 | 98.4 | 15.5 | 51.7 | 29.3 | 3.4 | 32.8 | 17.6 |

| | | | | | | | | |
|--------------------------------|-----|-------|------|------|------|------|------|------|
| Mathematics | | | | | | | | |
| All students | 202 | 99.5 | 19.4 | 57.8 | 15.0 | 7.8 | 22.8 | 15.5 |
| Gender | | | | | | | | |
| Male | 101 | 100.0 | 23.1 | 56.0 | 13.2 | 7.7 | 20.9 | 15.5 |
| Female | 101 | 99.0 | 15.7 | 59.6 | 16.9 | 7.9 | 24.7 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 81 | 100.0 | 5.8 | 49.3 | 29.0 | 15.9 | 44.9 | 15.5 |
| African-American | 108 | 99.1 | 30.0 | 64.0 | 6.0 | N/A | 6.0 | 15.5 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Hispanic | 13 | 100.0 | 9.1 | 54.5 | 9.1 | 27.3 | 36.4 | 15.5 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 165 | 99.4 | 13.7 | 61.0 | 16.4 | 8.9 | 25.3 | 15.5 |
| Disabled | 37 | 100.0 | 44.1 | 44.1 | 8.8 | 2.9 | 11.8 | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 202 | 99.5 | 19.4 | 57.8 | 15.0 | 7.8 | 22.8 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | 8 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-limited English proficient | 194 | 99.5 | 19.5 | 56.9 | 15.5 | 8.0 | 23.6 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 140 | 99.3 | 22.1 | 65.6 | 8.2 | 4.1 | 12.3 | 15.5 |
| Full-pay meals | 62 | 100.0 | 13.8 | 41.4 | 29.3 | 15.5 | 44.8 | 15.5 |

Abbreviations for Missing Data

| | | | | | | | |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|------------------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2002 | Grade 3 | 55 | N/A | 27.3 | 36.4 | 36.4 | N/A | 36.4 |
| | Grade 4 | 64 | N/A | 25.4 | 54.0 | 19.0 | 1.6 | 20.6 |
| | Grade 5 | 63 | N/A | 21.0 | 54.8 | 21.0 | 3.2 | 24.2 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 68 | 100.0 | 19.7 | 49.2 | 29.5 | 1.6 | 31.1 |
| | Grade 4 | 66 | 98.5 | 21.1 | 43.9 | 33.3 | 1.8 | 35.1 |
| | Grade 5 | 68 | 98.5 | 33.9 | 61.3 | 4.8 | N/A | 4.8 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

| Mathematics | | | | | | | | |
|--------------------|---------|-----|-------|------|------|------|------|------|
| 2002 | Grade 3 | 55 | N/A | 27.3 | 41.8 | 23.6 | 7.3 | 30.9 |
| | Grade 4 | 64 | N/A | 38.1 | 42.9 | 15.9 | 3.2 | 19.0 |
| | Grade 5 | 63 | N/A | 32.3 | 38.7 | 21.0 | 8.1 | 29.0 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 68 | 100.0 | 14.8 | 65.6 | 16.4 | 3.3 | 19.7 |
| | Grade 4 | 66 | 98.5 | 15.8 | 49.1 | 15.8 | 19.3 | 35.1 |
| | Grade 5 | 68 | 100.0 | 27.4 | 58.1 | 12.9 | 1.6 | 14.5 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 365) | | | | |
| First graders who attended full-day kindergarten | N/A | N/A | N/A | N/A |
| Retention rate | 4.4% | Up from 4.0% | 2.6% | 2.4% |
| Attendance rate | 95.1% | Down from 96.2% | 95.6% | 95.9% |
| Meeting grade 1 and 2 readiness standards | N/A | N/A | N/A | N/A |
| Eligible for gifted and talented | 18.8% | Up from 14.0% | 10.2% | 13.2% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 7.1% | Up from 5.4% | 9.0% | 8.0% |
| Older than usual for grade | 2.7% | Up from 2.2% | 1.5% | 1.1% |
| Suspended or expelled | 0.0% | No change | 0.0% | 0.0% |

| | | | | |
|---------------------------------------|----------|--------------------|-----------|-----------|
| Teachers (n= 32) | | | | |
| Teachers with advanced degrees | 43.8% | Up from 31.0% | 43.9% | 50.0% |
| Continuing contract teachers | 93.8% | Up from 89.7% | 84.8% | 85.3% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 90.2% | Up from 87.6% | 86.0% | 86.2% |
| Teacher attendance rate | 96.4% | Down from 97.2% | 95.1% | 95.3% |
| Average teacher salary | \$40,579 | Up 3.3% | \$39,348 | \$39,909 |
| Prof. development days/teacher | 6.3 days | Down from 7.4 days | 11.8 days | 11.4 days |

| | | | | |
|------------------------------------|-----------|---------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 4.0 | Up from 3.0 | 4.0 | 4.0 |
| Student-teacher ratio | 15.2 to 1 | Down from 16.3 to 1 | 18.7 to 1 | 18.9 to 1 |
| Prime instructional time | 90.7% | Down from 92.2% | 89.6% | 89.7% |
| Dollars spent per pupil* | \$5,863 | Up 8.0% | \$6,020 | \$5,892 |
| Percent spent on teacher salaries* | 64.9% | Up from 62.1% | 66.0% | 66.6% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 84.2% | Up from 82.9% | 99.0% | 99.0% |
| SACS accreditation | yes | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

During the 2002-2003 school year, progress was made in implementing the school renewal plan that addressed parent involvement, staff development, academic instruction, character education and appreciation of the arts.

Greendale will continue to emphasize parent involvement by providing opportunities to help students with literacy and math acquisition through the Family Reading and Math Programs. Communication with parents and community will be supported through letters, phone calls, newsletters, weekly folders and special events. Parent involvement and effective communication between school and home will always be an important focus for Greendale.

Classroom instruction and staff development will emphasize curriculum alignment to the South Carolina State Standards. Teachers will meet regularly to assess and improve classroom instruction. In addition, two all-day Child Development classes will continue to serve as the foundation of the early childhood program by providing learning opportunities for forty four-year-olds in the community. The Core Essentials Character Education Program will be implemented again this year in conjunction with a complete guidance program. Core Essentials features a specific character trait each month. Our goal is to maintain a safe and friendly environment where children and adults are comfortable and welcome.

Author/artist visits, plays, poetry, physical education and music programs enrich the daily curriculum and help children appreciate the diversity of their world. Events to showcase and encourage an appreciation for the arts will continue to be an important component of the overall instructional program.

A new mobile computer lab with 25 laptop computers has been added to the school and four new desktop computers were added to the science lab. In addition, STAR Reading and STAR Math have been added to the Accelerated Reader program, and hundreds of new books and tests have been purchased.

Greendale is truly a special place where teaching and learning go hand in hand. We invite parents and community members to visit and find out how wonderful school can be.

Rebecca M. Koelker, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.